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ABSTRACT

The final report describes "Project Decision", an exemplary program designed and implemented by the Waukesha County Technical Institute (WCTI) for the 17 high schools in Waukesha County, Wisconsin. "Career libraries" were established in each high school, with an audiovisual-tutorial device and 29 filmstrips providing information on careers and career clusters, district career training and employment opportunities, and general information on WCTI for individuals and small groups. Approximately 9% of the combined student enrollment of 19,125 made use of the filmstrips, with guidance personnel providing assistance. Objectives, procedures and activities, findings, and an analysis of objective goals are presented, with eight tables presenting student and counselor evaluations of the project. Recommendations include the updating and addition of filmstrips; use of the program as a model for other schools in the Wisconsin Vocational, Technical and Adult Education system; and that audiovisual-tutorial career education be used as a supplementary rather than a sole method. It is stated that a majority of student users and guidance personnel reacted favorably to the filmstrips and felt that they assisted in making career decisions. A list of the filmstrips and guidance counselor and student project evaluation forms are appended. (LH)

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Final Report

Project No.
08.019.151.312

PROJECT DECISION

Audiovisual-Tutorial Career Education for the High School Student

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Project Director

Waukesha County Technical Institute
Pewaukee, Wisconsin

June, 1973

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SUMMARY

"Project Decision" was conceived and designed to assist high school students make a career decision. To accomplish this end, during the 1972-73 school year, the Waukesha County Technical Institute established a "career library" in each of the seventeen high schools, having a combined enrollment of 19,125, and in four social agencies in VTAE district eight whose boundaries approximate those of Waukesha County, Wisconsin. The career libraries contain an audiovisual-tutorial device and twenty-nine filmstrips for the dissemination and presentation of career information to individuals and small groups.

Initially the students have been able to view, listen to and analyze relevant and important data concerning thirty different careers or career clusters, career training and career opportunities in the district in addition to general information on the Waukesha County Technical Institute. Counselors, teachers and bulletin boards were all used in informing students about the filmstrips and it is estimated that approximately 1700 students made use of the filmstrips during the 1972-73 school year. Because this mode of generating student awareness and exploration of careers has proved successful, additional careers and career information will be added to the system providing broader exposure and greater selection for making career decisions. The audiovisual-tutorial approach used in this project uses a flexible system which allows for effective and efficient updating and growth as the need becomes evident.

This exemplary project has the potential to serve as a model for other vocational, technical and adult education institutions in Wisconsin. The materials and techniques developed in this project have direct application and relevance throughout all of Wisconsin. In addition, the materials and techniques are of such a nature that any occupationally oriented post-secondary institution offering career opportunities similar to those offered in Wisconsin will find them appropriate as a model for their use.

INTRODUCTION

Problem:

The concept of "Career Education" whereby students would leave secondary schools fully prepared to enter an occupation or further specialized training is rapidly gaining recognition. In present educational systems all too frequently students terminate their educational careers poorly prepared to enter the world of work. A recent Department of Health Education and Welfare publication titled "Career Education" has identified that "nearly 2.5 million students leave formal educational systems in the U. S. each year without adequate preparation for careers". One significant factor contributing to the failure of our students to adequately prepare for a career is the lack of information they are given to assist them in making a career decision. Sidney P. Marland, the U. S. Commissioner of Education stated the following in a speech he gave before a career education workshop in New York on April 3, 1972: "I should like to emphasize particularly the need for redirecting guidance and counseling, at all levels, as we develop this concept of Career Education because in order for an individual to choose a career he must first know how to make occupational decisions based upon the knowledge and understanding of occupational opportunities."

The Waukesha County Technical Institute (WCTI), as a school whose obligation and commitment is to provide opportunities which will prepare people for gainful employment, is well aware of the need to improve the process by which career decisions are made. A large number of high school students enroll at WCTI each year undecided or ill prepared to make a career selection. Undoubtedly an even larger number of students do not enroll at an institution like WCTI because they have had little exposure to career opportunities available to them. More needs to be done in the area of assisting students to make a career choice prior to their graduation or withdrawal from high school.

There are at least three phases that an individual progresses through when making a career decision. They are: 1) career awareness, 2) career exploration, and 3) career preparation or training. District withdrawal studies and feedback from our own counseling staff indicate that prospective students, currently enrolled students, and early leavers frequently do not receive adequate information for making their career decision prior to their matriculation at WCTI.

In addition our involvement with high school guidance departments and their frequent requests for career information that is readily available indicates that a more effective and efficient system is needed to provide career information to greater numbers of high school students.

High school students are not often afforded the opportunity to analyze and compare careers and career clusters. In order to make a career decision the student must have alternatives from which to choose. He must also have information and data about the various careers regarding such things as:

employment opportunities
career challenges
career satisfactions
career responsibilities
opportunities for career advancement
compensation
need for initial and continuing education
sources of training and additional sources of information

Ideally each student should somehow gain actual exposure to the characteristics, nature and environment of those careers he is considering. If this is not possible then a suitable vicarious experience needs to be readily available to the high school student in the interim.

Project Decision was designed to provide this vicarious exposure to careers as a supplement to ongoing activities of career night programs, vocational seminars, guest speaker programs and other high school relations activities.

Objectives:

The overall purpose of this project was to design and develop a method of bringing detailed career information to the high school student relative to occupational programs offered by WCTI and other Wisconsin Vocational, Technical and Adult Education (WVTAE) institutions. The method centered upon an audiovisual-tutorial system that is flexible, readily available and which can be utilized by individuals or in groups. The specific objectives for accomplishing this end were:

A. To provide the opportunity for high school students to analyze specific career programs offered at WCTI and other WVTAE institutions in order that they may make a career decision.

B. To establish a career library in each area high school containing readily available information that will enable the student to become aware of the various careers and career clusters for which education and training is available at WCTI or other WVTAE institutions.

C. To make available to high school students current information and data on job opportunities, job responsibilities, job advancement potential and compensation within the identified careers of the library.

D. To efficiently and effectively provide to high school students information on how one qualifies for employment in given careers.

E. To identify for high school students what kinds of education and training opportunities exist and where they may be obtained.

F. To identify for high school students sources of additional information regarding specific careers and career clusters.

G. To accomplish the above objectives utilizing a method which is convenient for high school students, easy to edit and update, and usable by individuals and groups.

H. To determine the feasibility of using the audiovisual-tutorial approach developed in this project as a model for other VTAE districts in Wisconsin.

PROCEDURES AND ACTIVITIES

The following outline of activities and procedures was implemented in two phases in order to accomplish the stated objectives.

Phase one began in April of 1972 with the completion and finalization of agreements between WCTI and area high schools regarding the establishment of a career library in each school. (Objectives A and B) Initial discussions with representatives from each school indicated that the career library concept would be well received and utilized. An easily accessible area in each high school was set aside for utilization of the audiovisual-tutorial equipment and related materials. While arrangements with area high schools were being completed information and data for inclusion in the audiovisual-tutorial presentation was researched and organized and script writing began for thirty of the programs offered in District Eight. Also during phase one the audiovisual-tutorial equipment and materials were purchased and readied for placement in the career libraries.

During the early stages of phase two in the summer of 1972 script writing for the audio portion of the presentations was completed and verified. As scripts were completed visuals were photographed to compliment and illustrate the message of the script. Visuals were edited, converted to the filmstrip mode and scripts narrated on cassette tapes. Following the completion of each master filmstrip and cassette tape, duplicate copies were made for placement in each career library. All audiovisual-tutorial materials were completed and in each career library by September 1972. (Objectives A through H)

Each high school career library supervisor received personal orientation for utilizing the career library. Regular contacts and visitations were made to each high school after the libraries were in operation. These contacts and visitations provided feedback and input for revisions and evaluation of the project's success.

FINDINGS AND ANALYSIS

Several approaches were incorporated in measuring the success of the career library concept developed in Project Decision. Regular visitations and telephone contacts were made to each high school career library throughout the project year. In addition, high school guidance counselors were asked to evaluate, by questionnaire, the effectiveness of the audiovisual-tutorial method in terms of stimulating career inquiries, career analysis and further career exploration by high school students. Responses were received from nineteen counselors representing all of the high schools to which the filmstrip series was given. Students were also asked to assess the impact of the career filmstrips on their career selection. Responses were received from thirty-eight students representing ten out of the seventeen high schools which received the filmstrips. An analysis of the success attained in reaching the Project Decision objectives based on the evaluation techniques listed above follows:

Objective A: To provide the opportunity for high school students to analyze specific career programs offered at WCTI and other WVTAE institutions in order that they may make a career decision.

Objective B: To establish a career library in each area high school containing readily available information that will enable the student to become aware of the various careers and career clusters for which education and training is available at WCTI or other WVTAE institutions.

Twenty-eight sound filmstrips for all career programs taught at WCTI as well as one filmstrip giving general information on WCTI were developed and disseminated to the seventeen high schools in the district. Out of a potential 19,125 student users, approximately 1,700 made use of the filmstrip series. They were placed in guidance offices, libraries, career libraries and media centers. On the average the filmstrip series was used several times a week. Table I illustrates the frequency of student use for the filmstrip.

TABLE I

Frequency of Student Use
Project Decision Filmstrips

Number of Schools	Frequency of Use
4	Every Day
12	Several Times a Week
1	Several Times a Month
2	No Response

Students heard about the filmstrips mainly from guidance counselors but in addition teachers, bulletin boards, instructional media center specialists and fellow students all helped to inform students about the filmstrips. Table II illustrates the source from which students first heard about the filmstrips.

TABLE II

Student's First Source of Introduction to Project Decision Filmstrips

Number of Students	Source of Introduction
26	High School Guidance Counselor
8	High School Classmate
3	High School Teacher
1	Someone from WCTI
4	Other

As all of the programs offered at WCTI are also offered at other WVTAE institutions and represent jobs which are available throughout the state, the filmstrips developed have a scope of usefulness which far exceeds the confines of the geographic area immediately surrounding WCTI. That the filmstrips were effective is evidenced by the fact that 20 or 55% of the students responding to the survey on Project Decision indicated that the filmstrips assisted them in selecting a career or careers in which they were interested and 11 or 29% indicated the filmstrips helped them to realize that they were not interested in a specific career. Only 9 or 23% of the students responding felt the filmstrips had no effect on their selection of a career. All of the guidance counselors who responded to the survey indicated that the career information filmstrips were well worth the expense and time necessary to maintain an up-to-date series as new programs are started at WCTI and as the information related to careers already placed on filmstrips changes. All of the guidance counselors indicated that they recommended the career filmstrips to students for the purpose of obtaining information about careers in which the student was already interested. 17 of the 18 indicated they recommended the filmstrips to students to obtain information about different career choices to be used in selecting a career and 14 of the 18 indicated they recommended the filmstrips to students to obtain information about WCTI.

Objective C: To make available to high school students current information and data on job opportunities, job responsibilities, job advancement potential and compensation within the identified careers of the library.

Objective D: To efficiently and effectively provide to high school students information on how one qualifies for employment in given careers.

Objective E: To identify for high school students what kinds of education and training opportunities exist and where they may be obtained.

Objective F: To identify for high school students sources of additional information regarding specific careers and career clusters.

The success of objectives C through F was measured by having student users and guidance counselors rate the filmstrips according to both the amount of information given and the usefulness of the information in making a career selection for the following items: working conditions, job opportunities, job responsibilities, salary, job advancement potential, personal characteristics or qualities necessary for the job, education or training required, where education can be obtained and sources of additional information regarding a career. Table III illustrates the ranking of these items by students and Table IV illustrates the ranking of these items by guidance personnel.

TABLE III

Student Evaluation of Career Information
Provided in Project Decision Filmstrips

Career Information Given in Filmstrips	Amount of Information Given			Usefulness to Me In Making a Career Selection		
	Too much information given	The right amount of information given	Too little information given	Extremely Useful	Useful	Of No Use
Working conditions		22	13	11	10	1
Job opportunities		20	9	16	11	2
Job responsibilities	1	25	6	13	11	1
Salary	1	14	15	11	11	4
Job advancement potential	1	23	8	12	8	3
Personal characteristics or qualities necessary for the job	1	25	8	11	13	
Education or training required	1	22	9	14	10	
Where education and training can be obtained	1	26	5	16	10	
Sources of additional information regarding a career		16	16	12	6	7
Total	6	193	89	116	90	18

N=38

TABLE IV

Counselor Evaluation of Career Information Provided in Project Decision Filmstrips

Career Information Given in Filmstrips	Amount of Information Given			Usefulness to Me In Making a Career Selection		
	Too much information given	The right amount of information given	Too little information given	Extremely Useful	Useful	Of No Use
Working conditions		12	3	4	7	
Job opportunities		10	5	3	7	
Job responsibilities		14	1	2	9	
Salary		9	6	2	7	
Job advancement potential		12	3	3	8	
Personal characteristics or qualities necessary for the job		14	2	4	7	
Education or training required		15		3	8	
Where education and training can be obtained		13	1	4	7	
Sources of additional information regarding a career		13	2	2	8	1
Total		112	23	27	68	1

N=19

Not all of the students responded to all items. However, the table is useful in establishing trends in students' opinions about the filmstrips. With the exceptions of salary, additional sources of information and working conditions a majority of the students felt that the right amount of information was given. The vast majority of the students found the information at least somewhat useful with many of these students responding that the information was extremely useful. Nine students indicated that one or more items were of no use to them but of these nine, seven indicated that not enough information was given on each item that they indicated was of no use. This seems to indicate that the students really felt the information was useful if they had received more of it.

As in the case of the students, not all of the counselors responded to every item. The counselors also appeared to think added information on salary would be useful in addition to more information on job opportunities.

From the responses illustrated in Tables III and IV it appears that Project Decision was relatively successful in accomplishing objectives C, D, E, and F. Salary information and additional sources of career information appear to be the main areas in which it was felt additional information would be beneficial.

Objective G: To accomplish objectives A through F utilizing a method which is convenient for high school students, easy to edit and update, and usable by individuals and groups.

To evaluate the effectiveness of the method used in Project Decision, the students and counselors were asked to rank the filmstrips in comparison to other methods they have used in obtaining career information. This ranking was done both in terms of the amount of information offered and the ease of obtaining the information. Tables V, VI, VII and VIII illustrate the students' and counselors' evaluations of the sound filmstrip method of providing career information.

TABLE V

Student Evaluation of the Information Provided in the Project Decision Filmstrips

Number of Students	Filmstrip Ranking
25	Contain more useful information than other sources
11	Contain about the same amount of useful information as other sources
1	Contain less useful information than other sources
1	No response

TABLE VI

Counselor Evaluation of the Information Provided in the Project Decision Filmstrips

Number of Counselors	Filmstrip Ranking
10	Contain more useful information than other sources
2	Contain about the same amount of useful information as other sources
1	No response

TABLE VII

Student Evaluation of the Ease of Use of the Project Decision Filmstrips

Number of Students	Filmstrip Ranking
27	An easier means of obtaining information
8	About the same ease of use as other means of obtaining information
2	A more difficult means of obtaining information
1	No response

TABLE VIII

Counselor Evaluation of the Ease of Use of the Project Decision Filmstrips

Number of Counselors	Filmstrip Ranking
17	An easier means of obtaining information
2	About the same ease of use as other means of obtaining information

The audiovisual method used in Project Decision appears to be a successful means of supplying career information. Perhaps the greatest difficulty encountered in the use of this method was in the machines themselves. The equipment purchased for the sound filmstrips has not borne up well under the stress of continuous student use and the machines have been subject to frequent breakdowns. In schools which do not have any similar equipment of their own and in which no one on the staff is capable of making the needed repairs, the films have gone unused for several weeks at a time.

Objective II: To determine the feasibility of using the audiovisual-tutorial approach developed in this project as a model for other VTAE districts in Wisconsin.

The sound filmstrips developed in Project Decision have proven to be a valuable tool for career education. At a time when the value of adequate preparation for the selection of a career is increasingly recognized, methods of career selection assistance such as that used in Project Decision are in growing demand. WCTI has recognized the potential in the career filmstrips from the onset and feels that the value of this career information technique is one that is widespread in scope. In light of this belief the staff at WCTI has gladly responded to requests from other vocational-technical institutes in Wisconsin to view the materials and use them as a model for similar projects. Duplicates of the films have been made and incorporated into career libraries and career mobiles at several schools. Thus, the feasibility of using the audiovisual-tutorial method developed in this project as a model for the VTAE districts in Wisconsin has not only been recognized but is a reality. In addition to use in high schools in the WCTI district and to use by other vocational-technical schools in Wisconsin, Project Decision units have also been distributed and used by the Division of Vocational Rehabilitation, the Wisconsin State Employment Service, the Department of Social Services and by the Work Incentive (WIN) Program. Because it is an easily portable media and supplies information of widespread appeal Project Decision has been used in contact with parents and other adult groups and has proved to be an effective public relations tool.

CONCLUSIONS AND RECOMMENDATIONS

Project Decision filmstrips, during the project year, have been well received and extensively used. Approximately 9% (1,700) of the students enrolled in the participating high schools made use of the filmstrips. During a time in which the need to more fully prepare individuals for making a career decision is becoming widely recognized and acclaimed the Project Decision materials have assisted educators to better achieve the goals of career education. Because guidance counselors cannot begin to individually reach every student for career decision assistance this audiovisual-tutorial method has proved to be a useful supplement in supplying students with information on specific career areas as well as in providing information about post secondary vocational and technical education as offered at Waukesha County Technical Institute. A majority of both student users of the filmstrips and guidance personnel overseeing the use of the filmstrips reacted favorably to the filmstrips and indicated that they did, indeed, assist in making career decisions. The Waukesha County Technical Institute, based on the success of Project Decision, plans to continue to use the Project Decision filmstrips, updating them where necessary to insure the information is current. Plans are already in process for making additional filmstrips for new programs which will be instigated at WCTI in the near future. Feedback from the users of the filmstrips will continue to be monitored to assure that the information is of the type and quality needed.

The staff involved with Project Decision recommends this audiovisual-tutorial method of career education as a useful tool for educators. While sound filmstrips should not be viewed exclusively as the means for preparing students to make a career decision they are a serviceable complement. Specific recommendation of the staff involved in Project Decision follow:

1. That WCTI continue to use the Project Decision filmstrips, updating them where necessary and adding additional filmstrips as new programs are developed.

2. That other schools in the Wisconsin Vocational, Technical and Adult Education system use the Project Decision filmstrips as models for developing career information systems in their own districts.

3. That prospective users of this method of career education and WCTI, if replacement equipment is necessary, carefully screen the market for durable machines which are capable of continued student use.

4. That audiovisual-tutorial career education be used as a supplement to other methods, not as the sole method.

5. That WCTI offer advise and suggestions, based on the experience gained in developing the Project Decision filmstrips, to any educational institutions interested in developing an audiovisual-tutorial system of career education.

APPENDIX I

PROJECT DECISION FILMSTRIPS

PROJECT DECISION FILMSTRIPS

All filmstrips are in color with an accompanying sound recording. The sound filmstrips are approximately 40 frames in length and last from five to seven minutes.

General Information

Fashion Merchandising

Retailing

Marketing

Accounting

Accounting Clerk

Real Estate

Data Processing

Secretarial Science

Stenographer

Clerk/Typist

Food Preparation Assistant

Child Care Assistant

Practical Nursing

Ward Clerk

Operating Room Assistant

Medical Assistant

Apprenticeship

Police Science

Safety Technician

Auto Mechanic

Auto Body

Electronics

Electronic Servicing

Mechanical Design

Mechanical Drafting

Metal Processing Technician

Welding

Machine Tool Operation - Toolroom Machinist

Machine Tool Operation - Tool and Die

Industrial Maintenance

APPENDIX II

EVALUATION INSTRUMENTS

WAUKESHA COUNTY TECHNICAL INSTITUTE

Guidance Counselor Evaluation
of
Career Information Filmstrip Program

A recent Department of Health Education and Welfare publication titled "Career Education" has identified that "nearly 2.5 million students leave formal education systems in the U. S. each year without adequate preparation for careers". The Waukesha County Technical Institute feels that this might be due, in part, to a lack of awareness on the part of the student as to the nature and characteristics of a particular occupational cluster or specific career when attempting to make a career decision. In an attempt to provide high school students with information concerning careers in order to assist them in making a career decision WCTI designed and developed a series of career information filmstrips. Because, you, in your counseling position, have direct contact with the student-users of the filmstrips we would like to request your assistance in evaluating the filmstrip program. Would you kindly spend the next few minutes completing the following items based on your impression of the occupational filmstrips and their effectiveness.

1. Position or Title _____

2. Briefly describe the way in which the career information filmstrip series was made available to students at your school. (location, times available, etc.)

3. Approximately how often was the filmstrip series used.

   a) _____ Every day
   b) _____ Several times a week
   c) _____ Once a week
   d) _____ Several times a month
   e) _____ Once a month
   f) _____ Less than once a month

4. In what manner were students informed about the career information filmstrip series?

   a) _____ Counselors
   b) _____ Teachers
   c) _____ Bulletin Boards
   d) _____ Other. Please explain _____

5. Please rate the following items according to your opinion about the amount of information given in the filmstrip(s) and on its usefulness to students in making a career selection. (An item should be considered useful in making a career selection if it either helped a student to pick a certain career or helped him decide that a certain career was not the right career for him.)

Career Information Given in Filmstrips	Amount of Information Given			Usefulness To Me In Making a Career Selection		
	Too much	The right amount	Too little	Extremely useful	Useful	Of no use
a. Working conditions						
b. Job opportunities						
c. Job responsibilities						
d. Salary						
e. Job advancement potential						
f. Personal characteristics or qualities necessary for the job						
g. Education or training required						
h. Where education and training can be obtained						
i. Sources of additional information regarding a career						
j. Other (please list)						

6. How would you rate the content of the career information filmstrip series in comparison to other means you have available for providing career information to students?

   a) _____ Contains more useful information

   b) _____ Contains less useful information

   c) _____ About the same

7. How would you rate the ease of student use of the career information filmstrip series in comparison to other means you have available for providing career information to students?

   a) _____ An easier means for students to obtain information

   b) _____ A more difficult means for students to obtain information

   c) _____ About the same

8. For which of the following reasons did you recommend the WCTI filmstrip series to individual students? (Please check all that apply)

   a) _____ To obtain information about different career choices to be used in selecting a career.

   b) _____ To obtain information about a specific career in which the student already had an interest.

   c) _____ To obtain information about WCTI.

   d) _____ I did not recommend the filmstrips to students.

   e) _____ Other. Please explain_____

   _____

9. Do you feel the career information filmstrips are a valuable enough counseling tool to be worth the expense and time necessary to revise and update the series as new programs are started at WCTI?

   _____ Yes _____ No

Please use the remaining space and the back of the page for any additional comments or suggestions about the career information filmstrips. Also feel free to comment or give suggestions on any other ways in which you feel WCTI might better serve you and your students.

WAUKESHA COUNTY TECHNICAL INSTITUTE

Career Information Filmstrip Program

Student Evaluation Form

In an attempt to establish a means of providing high school students with information concerning career training and career opportunities in the area around and immediately surrounding Waukesha County, the Waukesha County Technical Institute has developed a series of filmstrips on various occupational careers. This filmstrip series is the one currently available for your use in your guidance counselor's office. As a means of evaluating the effectiveness of these filmstrips we would like to enlist your help. Because it was for you, the high school student, that these filmstrips were developed your opinion of them is extremely valuable in making such an evaluation.

Please complete the following questionnaire based on your impression of the WCTI filmstrip or filmstrips you have viewed.

1. Age _____

2. Sex (A) _____ Male (B) _____ Female

3. Number of filmstrips viewed _____ Please list: _____

_____

4. Where did you first hear about the WCTI career information filmstrips?

   (A) _____ High School Classmate
   (B) _____ High School Teacher
   (C) _____ High School Guidance Counselor
   (D) _____ Someone from WCTI
   (E) _____ Other. Please explain _____

   _____

5. Was your purpose in viewing the WCTI career information filmstrip(s):

   (A) _____ To gain information about different career choices to be used in selecting a career.
   (B) _____ To gain information about a career I was already interested in.
   (C) _____ To obtain information about WCTI.
   (D) _____ Other. Please explain _____

   _____

6. What effect did the career filmstrip(s) have on the selection of your own occupational career. (check those items which apply to you)

(A) _____ It assisted me in selecting a career or careers in which I was interested.

(B) _____ It helped me realize that I was not interested in a specific career.

(C) _____ It had no effect on the selection of a career.

7. Please rate the following items according to your opinion about the amount of information given to you in the filmstrip(s) and on its usefulness to you in making a career selection. (An item should be considered useful in making a career selection if it either helped you to pick a certain career or helped you decide that a certain career was not the right career for you.)

Career Information Given in Filmstrips	Amount of Information Given			Usefulness to Me In Making a Career Selection		
	Too much	The right amount	Too little	Extremely useful	Useful	Of no use
a. Working conditions						
b. Job opportunities						
c. Job responsibilities						
d. Salary						
e. Job advancement potential						
f. Personal characteristics or qualities necessary for the job						
g. Education or training required						
h. Where education and training can be obtained						
i. Sources of additional information regarding a career						
j. Other (Please list)						

8. In comparison to other methods I have used in obtaining information about careers I would rate the WCTI filmstrip series as:

   a) _____ Containing more useful information

   b) _____ Containing less useful information

   c) _____ About the same

9. In comparison to other methods I have used in obtaining information about careers I would rate the WCTI filmstrip series as:

   a) _____ An easier means of obtaining information

   b) _____ A more difficult means of obtaining information

   c) _____ About the same

10. Based upon what I learned about WCTI from the filmstrip(s) I would be interested in attending WCTI in order to prepare myself for an occupational career.

   a) _____ Yes

   b) _____ No

   c) _____ Undecided

Please use the remaining space and, if necessary, the back of the page for any additional comments or suggestions regarding the WCTI career information filmstrips.